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ABSTRACT

As part of the Michigan Educational Assessment Program, 132 preprimary objectives were developed in the cognitive, affective, and psychomotor domains. Volunteer teachers assessed the attainment of these skills in their kindergarten children. A profile on each student was designed to report skill attainment to first grade teachers and parents. The kindergarten teachers were allowed to test their students only on those objectives of interest in that classroom. Four methods of assessment were available: state-developed tests; teacher developed or commercial tests; observation; or other sources of information, such as parents or other teachers. The teachers maintained records of individual and group attainment, and indicated: (1) the most important objectives; (2) the preferred assessment method; (3) the number of objectives which can be assessed in one year, and (4) opinion of the tests. Resulting class rosters indicated that more students were assessed on the cognitive and psychomotor (not affective) objectives. State tests were the most frequently used method, with observation second. Teachers felt that the collection and analysis of the data consumed large amounts of time, and that a majority of kindergarteners had already mastered the objectives tested. The objectives and teacher responses are appended. (GDC)

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THE ROLE OF THE STATE AGENCY IN LOCAL ASSESSMENT SYSTEMS

The Michigan Educational Assessment Program Kindergarten Program

BEST COPY AVAILABLE

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Introduction

The Michigan State Board of Education is responsible for creating policy to provide quality education for Michigan's children and youth. To that end, the State Board has adopted common goals for Michigan Education and performance objectives in the areas of Art, Communication Skills, Health, Mathematics, Music, Physical Education, Preprimary Education, Science and Social Studies. Based on these student objectives, the Michigan Educational Assessment Program (MEAP) has developed an "educational health check" for fourth, seventh, and tenth grade students* in mathematics and communication skills. In January, 1974, the State Board identified present and future assessment plans to include grades 1, 4, 7, 10 and 12.

The Michigan Educational Assessment Program, through the testing of all 4th and 7th grade students in basic reading and mathematics skills, has provided information at the state and local level important for decision-making about programs and individual student achievement. The program collects, analyzes and disseminates information to individual classrooms, buildings and districts. In 1973 the program was changed from norm-referenced to objective referenced tests based on the several sets of performance objectives. One of the clear objectives of the assessment program is to provide information at the local level to assist educators in meeting the educational needs of students.

In 1974 MEAP conducted a pilot program to assess some of the skills of a sample of entering first graders in the affective, cognitive and psychomotor domains, based on the objectives contained in The Tentative Objectives

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*The every-pupil 4th and 7th grade program was implemented in 1970. The tenth grade program, implemented in 1975, has been administered on a volunteer basis in 1975, 1976, 1977.

for Preprimary Education in Michigan (Appendix A). Variations of this testing program have been conducted in 1975, 1976, and 1977.

The procedures for the development, validation and editing of the objective-referenced tests used in the 1974, 1975, 1976 and 1977 First Grade Assessment Programs were described in detail in two reports: "Development and Validation of Objective-Referenced Test Instruments for Entry-Level First Grade Children."** Briefly, educators from four Michigan school districts (Detroit, Gwinn, Pontiac and Waterford) wrote test items. These items were edited by American Institutes for Research and tried out in the four school districts in two sets. Following each tryout, the items were thoroughly reviewed and revised.

Because of the unique requirements of administering objective-referenced tests to young children, the first grade component is different from the fourth, seventh and tenth grade programs. Tests must either be administered individually or in small groups. This could require an inordinate amount of teacher time unless restrictions are placed on the number of items used per objective, the number of objectives tested, and the type of data output expected. This problem was solved by gathering only enough data to yield reliable statewide results and by limiting the number of objectives assessed in the program.

Teacher feedback elicited through a questionnaire enclosed in the 1974-75 test package indicated that the majority of the behaviors assessed in the program had already been acquired by the entering first graders. The statewide results for the first grade educational assessment program confirmed this teacher observation in that 75% or more of the students correctly answered every test item for 29 of the 48 objectives tested. In addition,

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**American Institutes for Research, Palo Alto, California, August, 1974, and June, 1975.

while teachers commented that the information could be useful, any teacher selected for the sample assessed her/his classroom on only one or two objectives. Thus there was no information available to teachers on a multitude of objectives which could be useful for classroom instructional planning.

Objectives of the Study

The MEAP Kindergarten Assessment Program was designed to allow kindergarten teachers time to assess student skill attainment on the entire set of Preprimary Objectives as an aid to instruction and provide a profile on individual students to first grade teachers, parents and building personnel. The kindergarten study has provided the Michigan Department of Education the opportunity to assist 175 volunteer teachers at the classroom level in implementing an educational needs assessment to aid in instructional planning. Teachers were allowed during the period of September, 1976, through April, 1977, to 1) select from the set of 132 state approved preprimary objectives those important to her/his educational program, 2) assess student attainment of the objectives at an appropriate time in the teaching sequence, 3) choose among four assessment models a preferred way to test student attainment, and 4) maintain a record of individual and group skill attainment. Thus a teacher can individually design an assessment program to address the needs and abilities of students within the framework of the instructional program.

The desired outcomes for the state agency were to ascertain 1) those preprimary educational objectives important to teachers of kindergarten children, 2) the preferred assessment modes for the numerous preprimary educational objectives, 3) the number of educational objectives which can be assessed during the school year, 4) teacher reaction to the provided test instruments, 5) teacher reaction to the assessment model prescribed

by the study, and 6) assist school buildings to design assessment systems to gather information about the individual student skill attainment.

Instruments Used

The instruments used are the objective-referenced tests, developed for the first grade assessment program, and designed to measure some of the skills of entering first graders in the affective, cognitive and psychomotor domains.

Methods

This present study evolved from the suggestions of first grade teachers involved in the 1974-75, 1975-76 testing program, in which the instruments were administered to a statewide sample of entering first graders. It seemed appropriate to conduct this study in kindergarten classrooms since many kindergarten teachers have built curriculum based upon objectives similar to the set of preprimary objectives and are already assessing student attainment of many of these skills. Rather than limit the assessment of preprimary objectives to only the objectives tested in the test forms, the MEAP Kindergarten component suggests that teachers focus on the entire set of preprimary objectives.

The MEAP staff suggested guidelines for this process and provided, as one type of material, the state assessment instruments for teachers to use as they felt were appropriate. Teachers could also use three other assessment modes: 1) other assessment instruments (commercial or teacher made tests), 2) teacher observation, 3) and other sources of information about a child's skill attainment, such as another teacher, or parent. The year-long study allowed teachers sufficient time to assess students on skill attainment at a rate which is compatible with each student's development.

In 1975-76 a preliminary study was undertaken with 75 volunteer kindergarten teachers to try out the assessment model. Except for a general explanatory manual and a class recordkeeping form, teachers used the first grade testing materials. While teachers were generally supportive of the assessment system, their suggestions, elicited through questionnaires and site visits, led to revised materials to facilitate the operation of the assessment model.

For the 1976-77 study, tests were provided in a ditto master set which permitted teachers to produce test booklets assessing selected objectives. A large administration manual with test directions was compiled which also contained Guidelines for Teacher Observation, sample classroom activities to assess objective attainment as a part of the regular kindergarten program, and a match up of commercial tests to the state's preprimary objectives. A "report card" was designed to communicate objective attainment information to parents and first grade teachers (Appendix A). During on-site visits in September all participating teachers were instructed by a state department staff member on the use of the materials and the parameters of the study.

A class roster for recording attainment of objectives was designed for this study (Appendix B). A column for each of the preprimary objectives appeared on the roster. When a child attained an objective, the teacher was instructed to indicate under the column, and opposite the student's name, the month the objective was attained and the assessment mode.

Teachers were encouraged to assess as many of the preprimary objectives as possible, using a variety of assessment modes; they were not expected to use only the provided tests for a given objective. One of the desired outcomes of the study is to learn the variety of ways a teacher appraises

skill attainment. For example, a teacher could test student attainment of an objective using the provided test with some of the class and test another portion of the class by teacher observation (a different assessment mode). In some cases it might be suitable to use only one assessment mode to measure attainment of an objective.

When the student attains an objective, the teacher indicates on the provided class roster the date (only the month) and the assessment mode. The possible assessment modes are coded as A = state test; B = other tests; C = teacher observation; and D = other, as explained below.

Assessment Mode A. If the state test is used and the objective measured by that form is attained (using a designated criterion level for each test form) the teacher records a letter A and number indicating the month.

Assessment Mode B. Some teachers have utilized other tests to assess student progress in specific skills. Examples of such tests are those used in local or state evaluation activities, commercial tests, district tests, or their own paper-pencil tests. This study gives the teacher the option of utilizing these tests at her/his discretion. The criterion level for attainment of each objective is determined by the test used. If this assessment mode is used and it indicates the student has attained the objective, the teacher is instructed to record the letter B and the month the teacher determines the skill is attained.

Assessment Mode C. Teachers may, in the course of teaching, observe students demonstrating attainment of some of the performance objectives. The purpose of providing this assessment mode is to allow teachers who observe attainment to note this and therefore to omit formal testing of these skills for the students observed. In some cases, teachers may design a structured situation, perhaps similar to that used in a more formal test, in order to quickly assess students.

Assessment Mode D. If the teacher judges that a student has developed a specific skill through another assessment mode, such as a student interview or by talking with the student's parents or some technique other than state tests, other tests, or teacher observation, the teacher records the letter D and the month this determination is made.

A copy of the class roster (the record of student attainment) was returned to the state department in May, 1977. Teachers could use their copy as the basis for a diagnostic report to first grade teachers and transfer information to the "Report Card." The rosters were analyzed to determine the number of objectives attained and the specific assessment mode used for each objective (Appendix C).

Comment sheets were provided and teachers were invited to comment in five specific areas: 1) comments about the study as a helpful curriculum tool, 2) comments about the study as a facilitative means for assessing student progress in skill attainment, 3) comments about the entire set of tests, 4) comments about specific test items, and 5) comments about the recommended criterion levels. If a teacher chooses other tests as an administrative mode, they are asked to describe the tests used for each objective.

In addition to the Class Roster and teacher comment sheets, participating teachers and principals received a mailed survey which probed their reactions to the study as a viable assessment program for the kindergarten level (Appendix D). Specifically teachers were asked if, having participated in the study and as a result of the methodology of the study, they are in a better position to plan instructional programs based on the needs and strengths of children, and do they have more information about each child's progress.

Conclusions

The analysis of the Class Rosters indicate that more students were assessed on skills in the cognitive and psychomotor domains than skills in the affective domain. When teachers assessed cognitive skills, the preferred assessment mode was utilization of the MEAP Tests (Assessment Mode A). Teachers tended to assess students on objectives for which MEAP tests were provided. However, Music and Art objective skill attainment was more often assessed through Teacher Observation (Assessment Mode C), utilizing classroom activities as the setting for assessment. There was little utilization of Other Tests (Assessment Mode B) which might indicate that teachers are not matching school or district tests to classroom objectives, or that these schools do not utilize any tests at the kindergarten level. The survey to teachers and interchange at follow-up meetings with teachers in April indicated that the study is viewed as a positive and helpful service by a state department of education to assist teachers in tailoring a local needs assessment, but that the process is very time consuming.

Implications of the Study

It is critical for state agencies, in addition in providing curriculum and program guidance, to instruct and assist local education agencies in the design and use of assessment techniques for local assessment programs. Further, the state agency can serve a resource service by providing tests to measure a variety of curriculum objectives important to local educational programs. The study is proving to be a viable model whereby a state agency can provide an assessment program design, tests, and record-keeping forms, and yet permit autonomy at the local level.

Based on the input from teachers, efforts are underway to improve the record keeping system to lessen the time involved in recording student progress. Presently the Preprimary Objectives are being revised to better reflect the growth and development of young children. The format will provide classroom activities with which teachers can assess student skill attainment. Test development plans call for new items based on the new objectives to be tried out late in 1978, and incorporated into the 1979 MEAP program as an entry-level component.

APPENDIX A

STUDENT NAME _____

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM KINDERGARTEN REPORT FORM

AFFECTIVE OBJECTIVES FOR PREPRIMARY STUDENTS

A. EMOTIONAL BEHAVIOR

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments.

	Y	N	NT
1. Recognize at least three of five basic emotions (fear, anger, sadness, joy, love) in self and others;			
2. Recognize some basic causes of familiar emotional responses (e.g., sad, happy, angry, etc.);			
3. Begin to show empathy for and awareness of the feelings, needs, and desires of others;			
4. Actively express feelings nonverbally,			
5. A greater ability to verbalize affective experiences (e.g., positive and negative feelings, wants, values, conflicts, etc.);			
6. Display an increased repertoire of behavioral responses by which to solve affective problems (e.g., create their own solutions; seek help from parents, teachers, and others; give help to other children; etc.);			
7. Given situations in which gratification must be delayed, will demonstrate increased ability to accept imposed delay and to regulate behavior appropriately.			

B. SELF CONCEPT

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments.

1. An increase in positive self-image;			
2. Given role-playing and real-life situations, will demonstrate an increased awareness of their relationship to their family and to the wider community and environment;			
3. Given role-playing and real-life situations, will demonstrate an increased awareness of racial and cultural similarities and differences;			
4. An increased understanding of the concept of sexuality (i.e., recognize their sexual identification; are comfortable with own sexuality and the sexuality of others);			
5. Given role-playing and real-life situations, will demonstrate a healthy, self-respecting attitude towards their bodies and its simple physiological functions;			
6. Given various roles to play (such as occupational, parental, emotional, cultural, or situational) will demonstrate awareness and sensitivity for these roles.			

C. SOCIAL RELATIONSHIPS

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

1. Widen peer and adult relationships by demonstrating increased ability to play with one or more children and to relate to a larger group;			
1.1 An increased capacity to cope with strange and/or new surroundings and with familiar and unfamiliar people;			
1.2 An increased ability to seek help from others when needed and when appropriate;			
2. Begin developing social interdependence by exhibiting an increased awareness of the importance of give-and-take in social and work relationships;			
2.1 Exhibit evidence that they are accepting of differences in others;			
2.2 Demonstrate their ability to listen to others;			
2.3 Exhibit the quality of sharing with others;			
2.4 Demonstrate that they have learned to ask permission to use objects belonging to another person,			
2.5 Demonstrate that they can recognize cause and effect in the behavior of others, and the effects of their behavior on others;			

Y = Objective Attained
N = Objective Not Attained
NT = Not Tested

	Y	N	NT
2.6 Exhibit greater participation in activities and in communication with others;			
3. Identify several workers from different occupational areas in the community and tell something about their work;			
4. Name some of the people children learn from and what they learn from them;			
5. Participate in decision-making situations (e.g., make personal or group rules for classroom behavior, etc.).			
D. BEHAVIORAL RESPONSE TO CLASSROOM ENVIRONMENT			
By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Willingness to accept reasonable limits set upon behavior, play space, use of materials, or the type of activities in which engaged;			
2. Acceptance of routines (e.g., daily schedules, room arrangements, adults, etc.) and changes in routines;			
3. Cooperation and independence (without help or demonstration) in following verbal directions for three or more sequential instructions;			
4. Increased independence in the areas of personal hygiene, eating, and dressing;			
5. Increased ability to independently begin, work through, and continue an activity;			
6. Increased ability to accept responsibility for the use and care of their portion of the classroom environment.			

PSYCHOMOTOR OBJECTIVES FOR PREPRIMARY STUDENTS

A. GROSS MOTOR BEHAVIOR			
By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Balance while walking (e.g., will be able to walk at least ten feet on a straight three-inch taped line without stepping completely off the line with either foot);			
2. Balance while running (e.g., will be able to run to a target placed no more than twenty feet away without stopping or veering off a path approximately five feet wide);			
3. Muscle coordination (e.g., will be able to jump with both feet rising together over a three-inch taped line);			
4. Muscle coordination and balance (e.g., will be able to hop three consecutive times using one foot);			
5. Eye-foot muscle coordination and balance (e.g., will be able to kick a ten-inch ball without losing his balance or falling);			
6. Eye-hand coordination (e.g., given a bushel basket tilted toward him at a 45-degree angle and placed four feet in front of him, the child will throw a bean bag into the basket);			
7. Touch or move parts of the body (e.g., head, arms, elbows, hands, legs, knees, feet) called for by the teacher;			
8. Free body movement by physically responding to music, song, rhythm, and/or rhymes;			
9. Leg coordination (e.g., will be able to skip or gallop, leading with the preferred foot).			
B. FINE MOTOR BEHAVIOR			
By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Digital coordination (e.g., place a three quarter inch button through a one-inch button hole);			
2. Digital coordination (e.g., by being able to place ten small one-half inch beads on a lacing string);			

	Y	N	NT
3. Eye-hand coordination (e.g., given a ten-minute time limit, will be able to put together a simple puzzle of five to eight pieces);			
4. Thumb-finger coordination (e.g., given a pair of child's scissors and a strip of one-inch by six-inch construction paper, can make clean cuts three times in five attempts without folding or tearing the paper);			
5. Eye-hand coordination (e.g., given a large crayon and at least a two-inch model of a circle, will be able to copy the model in such a manner that the curved line closes);			
6. Eye-hand coordination and lateral movement (e.g., given a large crayon and at least a two-inch model of two intersecting lines, will be able to copy the lines so that they intersect in some manner);			
7. Improved eye-hand coordination (e.g., given materials such as interlocking blocks or other available small blocks, will be able to build a stable eight-piece vertical structure or design).			

COGNITIVE OBJECTIVES FOR PREPRIMARY STUDENTS

A LANGUAGE DEVELOPMENT

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

1. Enjoyment in looking at books and listening to stories;			
2. Produce pictures and/or scribbles of own creation which are used as a basis for communication;			
3. Listen and react to another's oral language;			
4. Given an oral story which expresses a mood (e.g., happy, sad, angry, afraid), will identify the characteristic mood of the story;			
5. Given an oral stimulus requiring a specific bodily response (e.g., the game "Simon Says"), will provide the appropriate response;			
6. Talk about a picture or a group of two or three related pictures;			
7. Tell about personal experiences;			
8. Distinguish environmental sounds they hear (e.g., traffic sounds, dog barking, baby crying, etc.);			
9. Given three single syllable sounds, two of which rhyme, will select the two which rhyme;			
10. Express an idea or ask a question orally of another person (e.g., explaining how a toy works/asking how a toy works);			
11. Given a small group situation, will share own ideas and listen to the ideas of others;			
12. Talk about the feelings associated with events;			
13. Non-verbally imitate or role-play the simple action of people or animals;			
14. Name likenesses and differences in pictures, objects, and shapes;			
15. Recognize some letters of the alphabet;			
16. Given a sequence of pictures portraying a story, will tell about the story by responding appropriately to each picture;			
17. Print first name correctly;			
18. Recognize first name.			

B. CLASSIFICATION AND ORDERING

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

1. Given two kinds of objects in a large set (e.g., elbow and shell macaroni or bottle caps and checkers), will sort the objects into two sets according to their separate characteristics;			
2. Given an object of a specific color, will pick an object which is of the same color;			

	Y	N	NT
3. Group items on the basis of common function (e.g., things to eat with, things to wear, things to play with, etc.);			
4. Group items on the basis of association (e.g., hammer and nail, shoe and foot, etc.);			
5. Identify and group items on the basis of general classes or categories (such as furniture, animals, plants, etc.);			
6. Given items of common qualities (e.g., texture, weight, loudness, speed, temperature, color), will group and match items on the basis of these qualities and be expected to know and use at least two of the comparative terms (e.g., soft-hard, loud-quiet, fast-slow, smooth-rough, hot-cold, dark-light, heavy-light) to identify the groupings;			
7. Given a pattern using objects of two or more colors, will duplicate the pattern selecting from a set of similar objects;			
8. Given a set of ten objects of assorted color and shape, will pick out objects having specific combinations of the two attributes;			
9. Given one series of three objects arranged in a pattern by color or shape and the first object of the second series, will complete the second pattern series;			
10. Given a variety of objects, will group some of the objects into a classification system according to their own perceptions.			
C. NUMBER — NUMERATION			
By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments;			
1. Given a set of coins of a penny, nickel, dime, will pick and name each one;			
2. Given a collection of five objects of varying lengths, will pick up the *longest* or the *shortest* as requested;			
3. Given a set of five pictures of objects of various heights, will arrange the pictures so that the objects are ordered from shortest to tallest;			
4. Given two objects of decidedly different weights, will hand to the teacher the one that is heavy or the one that is light as requested;			
5. Given the directions "count to ten", will recite the number names from one through ten in the usual order;			
6. Given an oral description of a set and a collection of objects, some of which belong to the set and some of which do not, will pick up the objects that are members of the given set;			
7. Given cutout pictures of any two sets (from one to five members), will place the pictures of the sets in order, from that set with less members to that set with more members; then, will order the set pictures from more to less;			
8. Given numeral cards 1 through 5 and five sets of objects consisting of one, two, three, four and five members, will place the sets in sequential order from the set with fewest to the set with the most and then will place the numeral cards in front of the set having the number of members named by the numeral;			
9. Given a set of objects with 1-9 members, will count the members of the set and state the cardinal number of that set;			
10. Given pictures of sets with 0-9 objects and number cards from 0-9 (using felt numerals, sandpaper numerals), will match the right numeral with the picture of the set having the same number of members;			
11. Given dot pattern cards showing sets of 0-10 dots, will count while pointing to the appropriate dot card;			
12. Given a set of 2 to 8 objects, the students, from his own group of more than 8 objects will construct a set having more members than the original set;			
13. Given a set of 2 to 8 objects, the students, from his own group of objects will construct a set having fewer members than the original set;			

	Y	N	NT
14. Given an assortment of cutout shapes including squares, triangles, rectangles and circles of various sizes randomly arranged, will select a given shape as requested.			
D. SPATIAL RELATIONS By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Identify and name the following parts of his body: head, arms, hands, torso, legs and feet;			
2. Knowledge of concepts of position (such as on-off, over-under, on top of, in-out, into-out of, top-bottom, above-below, in front of-in back of, behind, beside-next to, by, between);			
3. Knowledge of concepts of direction (such as up-down, around-through, forward-backward, to-from, sideways, across);			
4. Knowledge of concepts of distance (such as near-far, close to-far from).			
E. TEMPORAL RELATIONS By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Ability to follow temporal commands (such as go, stop, at the same time, now, start, finish);			
2. Understanding of time intervals (such as beginning-end, fast-slow).			
F. NATURAL SCIENCES By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Given objects of various primary colors (red, blue and yellow), will be able to correctly identify the colors;			
2. Given an object to examine using their senses of sight, sound, smell, taste, and touch, will exhibit the ability to describe certain characteristics (such as size, color, weight, texture, temperature, odor, etc.);			
3. Given an object (or picture of an object), will describe verbally by naming at least two characteristics of the object (e.g., given a rubber ball, the student will give two of the properties, such as color, shape (round), density (light), elasticity (bouncy), size (smaller than my hand), temperature (cool), texture (smooth);			
4. Given a set of objects or events, will arrange them in sequence in accordance with prescribed criteria (e.g., given separate pictures of a dog and a puppy or a flower and some seeds, the student will arrange them in proper order);			
5. Given an object or picture which changes with successive observations, will state at least one of the properties which is changing (e.g., the student tastes a sample of unbaked cookie dough and a sample of a cookie made from the same dough and describes what changed in the baking (hardness, texture, color, taste, smell);			
6. Given a magnifying glass and an object or organism with some characteristic not visible without a lens, can observe the object or specimen with the lens and identify at least one of the characteristics;			
7. Given a picture or group of pictures showing items which comprise both live and non-live things, can point to examples of living and non-living things.			
G. SAFETY By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Awareness of common hazards encountered in daily living (e.g., toxic household chemicals or substances, electricity, toxic plants, explosive and combustible substances, etc.);			

	Y	N	NT
2. Adhere to safety rules in the home, to and from school, and in the school;			
3. Perform safely as pedestrians, as passengers in motor vehicles, and as tricycle operators.			
H. FINE ARTS			
Art:			
The joy in creativity should be emphasized throughout all fine arts instruction. The process is more important than the product. By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Pleasure and enjoyment in a variety of art experiences;			
2. Use a variety of media (such as paint, crayons, finger paint, felt markers, etc.);			
3. Create two- and three-dimensional forms using a variety of manipulative materials (such as clay, paper-mache, blocks, etc.);			
4. Recognize color in the natural environment and in the man-made environment;			
5. Use a variety of color in the production of art;			
6. Recognize that lines define space (e.g., uses line in a variety of ways to express length, size, or shape);			
7. Recognize the direction of line (e.g., down, slanted, over, across, etc.);			
8. Identify the characteristics of line (e.g., fat, thin, winding, climbing, etc.);			
9. Use a variety of lines in his art activities;			
10. Distinguish between two- and three-dimensional forms;			
11. Develop compositions using size, shape, direction, overlapping shapes and/or repetition;			
12. Use a combination of various textures in art forms;			
13. Recognize differences in his art work (e.g., size, surface, parts of objects, shape, texture, etc.);			
14. Use flat, curved and irregular surfaces in producing three-dimensional forms.			
Music:			
By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Create music on a variety of classroom instruments;			
2. Freely express the mood of music through body movement;			
3. Through physical movements (e.g., clap, march, walk, run, play rhythm instrument) demonstrate his ability to respond rhythmically to pulse or beat in music;			
4. Repeat a very simple rhythm, individually or in a group (e.g., singing, chanting, speaking, clapping, using rhythm instruments);			
5. Participate with a group in singing simple, familiar melodies;			
6. Upon hearing music, will recognize whether a melody moves up or down;			
7. Upon hearing music, will recognize fast and slow tempos;			
8. Distinguish between long and short tones.			
I. AESTHETIC APPRECIATION			
By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:			
1. Begin to develop aesthetic appreciation by responding emotionally, through non-directed, spontaneous self-expression (drawing, painting, movement, self-report), to moods and feelings in art, music, movement, drama, poetry, prose and nature;			
2. Begin to recognize the beauty or aesthetic qualities of his own work as well as the work of others;			

	Y	N	NT
3. Value his art experience (e.g., feels comfortable with art activities, willingly participates in art activities, expresses personal satisfaction with art activities, voluntarily elects to repeat the art experiences, demonstrates pride in art work, expresses himself through color, etc.);			
4. During an art activity, will voluntarily use a variety of patterns and both two- and three-dimensional forms;			
5. Indicate a preference for certain textures in the daily art experience;			
6. React to musical experience by voluntarily responding in out-of-school situations (e.g., discusses music class happenings, sings songs learned at school, chooses to listen to music programs on radio, television, etc.);			
7. React to musical experience by voluntarily responding during school (e.g., expresses a reaction when it is time for music, joins in quickly, freely, or slowly when musical activities begin, expresses reactions to the music class during classtime or when it has ended, brings a favorite record to school, seeks opportunities to play classroom instruments, etc.).			

EXPLANATION OF CLASS ROSTER

Below is a representation of the Class Roster and an explanation of codes used for recording the assessment administration mode and date of attainment of objective.

Assessment Mode	Month
	9 = September
A = MEAP Test	10 = October
	11 = November
B = Other Tests	12 = December
	1 = January
C = Teacher Observation	2 = February
	3 = March
D = Other	4 = April

Emotional Behavior

STUDENT NAME	MEAP Test No.	1101	1102	X	X	X	X	X
	Preprimary Obj.	1	2	3	4	5	6	7
1 Susan Adams		A 10						
2 Tom Johnson		A 10						
3								
4								

Above the diagonal, record the assessment mode as indicated above, either A, B, C or D.

Below the diagonal, record the month the objective is attained; for November record 11, December 12, etc.

Opposite the student Tom, under MEAP Test No. 1101, and Pre-Primary Objective 1, the A indicates the Assessment Mode, (MEAP Test); and 10 indicates the month the objective was attained, October.

An X indicates there is no MEAP test form.

A = MEAP Tests
B = Other Tests
C = Teacher Observation
D = Other

Teacher _____

School _____

District _____

		Emotional Behavior							Self Concept						
		Recognize basic emotions in self and others	Recognize causes of familiar emotional responses	Begin to show empathy for others	Actively express feelings nonverbally	Verbalize affective experiences	Display responses to solve affective problems	Accept imposed delay of gratification	An increase in positive self-image	Demonstrate awareness of relationship of family, community, and environment	Demonstrate awareness of racial and cultural similarities and differences	An understanding of the concept of sexuality	Demonstrate a healthy attitude towards one's body	Given various roles to play will demonstrate awareness for these roles	
STUDENT NAME	MEAP Test No.	1101	1102	X	X	X	X	X	X	X	X	X	X	X	
	Preprimary Obj.	1	2	3	4	5	6	7	1	2	3	4	5	6	
1															
2															
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Month
9 = September
10 = October
11 = November
12 = December
1 nuary
2 bruary
3 = March
4 = April

Social Relationships

Behavioral Responses to Classroom Environment

	Ability to play with one or more children	Capacity to cope with strange and/or new surroundings and people	Ability to seek help from others when needed and appropriate	Accepting of differences in others	Ability to listen to others	Sharing with others	Ask permission to use objects belonging to another person	Recognize cause and effect in the behavior of themselves and others	Exhibit participation in activities and communication with others	Identify workers from different occupational areas	Name the people children learn from	Participate in decision-making situations	Willingness to accept reasonable limits	Acceptance of routines	Follow verbal directions for three or more sequential instructions	Independence in areas of personal hygiene, eating, and dressing
	1301	X	X	X	X	X	X	X	X	1303	X	X	X	X	1403	X
	1	1.1	1.2	2.1	2.2	2.3	2.4	2.5	2.6	3	4	5	1	2	3	4
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	Behavioral Responses		Gross Motor									Fine Motor				
	Independently begin, work through, and continue an activity	Accept responsibility for the use and care of the classroom	Balance while walking	Balance while running	Jump with both feet rising together over a three-inch taped line	Hop three consecutive times using one foot	Kick a ten-inch ball without losing balance or falling	Eye-hand coordination	Touch or move parts of the body called for by the teacher	Free body movement	Leg coordination (skip or gallop)	Place button through button hole	Place ten small beads on a lacing string	Put together a simple puzzle of five to eight pieces	Make clean cuts three times in five attempts	Copy a two-inch model of a circle
	1405	X	2101	2101	2101	2104	2104	2101	2107	X	2109	X	2202	2203	2204	2205
	5	6	1	2	3	4	5	6	7	8	9	1	2	3	4	5
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Fine Motor | Language Development

	Copy a two-inch model of two intersecting lines	Build a stable eight-piece vertical structure or design	Enjoyment in looking at books and listening to stories	Produce pictures and/or scribbles used as a basis for communication	Listen and react to another's oral language	Identify the characteristic mood of a story	Provide the appropriate bodily response to an oral stimulus	Talk about a picture	Tell about personal experience	Distinguish environmental sounds	Select the ten of three single syllable words which rhyme	Express an idea or ask a question orally of another person	Share own ideas and listen to the ideas of others	Talk about the feelings associated with events	Non-verbally role-play simple actions	Name likenesses and differences
	2206	2204	X	3102	3103	3104	3105	3106	X	3104	3109	X	X	X	3113	3114
	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Classification and Ordering

Number - Numerat

	Recognize some letters of the alphabet	Tell about a story by responding to each of a sequence of pictures	Print first name correctly	Recognize first name	Sort objects into two sets	Pick an object which is of the same color as a given object	Group items on the basis of common function	Group items on the basis of association	Identify and group items on the basis of general classes	Group and match items on the basis of common qualities and use comparative terms	Duplicate a given pattern	Pick out objects having specific combinations of color and shape	Complete a second pattern series arranged in a pattern by color or shape	Group objects into a classification system	Pick and name a penny, nickel, dime	Pick up the longest or the shortest of five objects of varying lengths
	3115	3102	3117	3117	3201	3202	3203	3204	3205	3206	3207	3202	3209	X	3301	3302
	15	16	17	18	1	2	3	4	5	6	7	8	9	10	1	2
1																
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COGNITIVE DOMAIN

Month
9 = September
10 = October
11 = November
12 = December
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4 = April

Number - Numeration | Spatial Relations

	Arrange five pictures of objects of various heights from shortest to tallest	Discriminate between two objects of decidedly different weights	Recite the number names from one through ten	Pick up objects that are members of a given set	Order set pictures from more to less and from less to more	Order five sets of objects containing one, two, three, four, and five members in sentential order and match with numeral	Count the members of a set of objects with 1-9 members and state the cardinal number	Match the right numeral (0-9) with a picture appropriate object	Count from 0-10 while pointing to the appropriate object	Construct a set having more members than an original set of 2-8 objects	Construct a set having fewer members than an original set of 2-8 objects	Select a given geometric shape	Identify and name parts of the body	Knowledge of concepts of position	Knowledge of concepts of direction	Knowledge of concepts of distance
	3303	3304	3117	3306	3307	X	3309	3310	3309	3312	3312	3314	3401	3402	3403	3404
	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4
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			Temporal Rel.			Natural Sciences							Safety			Fine Arts - Arts	
	Ability to follow temporal commands	Understanding of time intervals	Identify the primary colors	Use senses of sight, sound, smell, taste, and touch to describe an object	Name at least two characteristics of an object	Sequence objects or events in accordance with prescribed criteria	State at least one of the properties of an object or picture which changes with successive observations	Observe an object with a magnifying glass and identify one of the characteristics	Point to pictures of living and non-living things	Awareness of common hazards encountered in daily living	Adhere to safety rules	Perform safety as pedestrians and passengers	Pleasure and enjoyment in a variety of art experiences	Use a variety of media	Create two- and three-dimensional forms	Recognize color in natural and man-made environment
	X	X	3314	3602	3603	3604	3605	X	3607	3701	X	1703	X	X	X	X
	1	2	1	2	3	4	5	6	7	1	2	3	1	2	3	4
1																
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Fine Arts - Arts | Fine Arts - Music

	Use a variety of color in the production of art	Recognize that lines define space	Recognize the direction of line	Identify the characteristics of line	Use a variety of lines in art activities	Distinguish between two- and three-dimensional forms	Develop compositions using size, shape, direction, overlapping shapes and/or repetition	Use a combination of various textures in art forms	Recognize differences in art work	Use flat, curved and irregular surfaces in producing three-dimensional forms	Create music on a variety of classroom instruments	Freely express the mood of music through body movement	Respond rhythmically to pulse or beat in music	Repeat a very simple rhythm, individually or in a group	Participate with a group in singing simple, familiar melodies	Recognize whether a melody moves up or down
	3805	3806	3807	3808	X	X	X	X	X	X	3901	X	3903	3904	3905	3906
	5	6	7	8	9	10	11	12	13	14	1	2	3	4	5	6
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Fine Arts - Music

Aesthetic Appreciation

	Recognize fast and slow tempos	Distinguish between long and short tones	Develop aesthetic appreciation	Recognize the aesthetic qualities of her or his own work as well as the work of others	Value her or his art experience	Use a variety of patterns and both two- and three-dimensional forms	Indicate a preference for certain textures in the daily art experience	React to musical experience by voluntarily responding in out-of-school situations	React to musical experience by voluntarily responding during school
	3906	3908	X	X	X	X	X	X	X
	7	8	1	2	3	4	5	6	7
1									
2									
3									
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* = MEAP Test

APPENDIX C

CLASS ROSTER RESULTS

Kindergarten Special Study
1976-77

Number of Students Tested = 4570

	A MEAP Tests	B Other Tests	C Teacher Observation	D Other
E.B. 1*	2,574	53	501	53
E.B. 2*	2,179	44	391	77
E.B. 3	26		1,232	27
E.B. 4			853	24
E.B. 5			786	14
E.B. 6			685	20
E.B. 7			1,000	
S.C. 1	30		1,394	51
S.C. 2			589	41
S.C. 3			328	20
S.C. 4			683	20
S.C. 5			583	52
S.C. 6		25	394	21
S.R. 1*	585	20	1,418	45
S.R. 1.1	24	17	1,284	
S.R. 1.2	44		1,183	20
S.R. 2.1	18		911	45
S.R. 2.2			1,333	26
S.R. 2.3			1,463	21
S.R. 2.4			927	1
S.R. 2.5		24	570	
S.R. 2.6			1,108	23
S.R. 3 *	1,861	126	336	77
S.R. 4		84	263	149
S.R. 5			520	101
B.R.C.E. 1	21		1,321	
B.R.C.E. 2			1,493	
B.R.C.E. 3*	1,196	48	887	93
B.R.C.E. 4			1,185	
B.R.C.E. 5*	564	50	1,108	106
B.R.C.E. 6	22		881	20

	A MEAP Tests	B Other Tests	C Teacher Observation	D Other
G.M. 1*	2,092	125	614	24
G.M. 2*	1,786	150	399	43
G.M. 3*	1,871	187	490	18
G.M. 4*	1,831	237	653	17
G.M. 5*	1,356	170	465	22
G.M. 6*	1,866	72	365	
G.M. 7*	1,844	292	734	75
G.M. 8	40	157	1,059	37
G.M. 9*	2,320	85	672	39
F.M. 1	128	295	800	34
F.M. 2*	1,852	231	1,455	40
F.M. 3*	1,591	253	783	39
F.M. 4*	1,051	354	796	69
F.M. 5*	1,979	562	489	
F.M. 6*	1,623	511	265	51
F.M. 7*	722	298	290	15
L.D. 1	26	25	1,415	66
L.D. 2*	663	240	845	143
L.D. 3*	794	136	645	47
L.D. 4*	1,715	115	289	26
L.D. 5*	906	286	953	37
L.D. 6*	1,070	219	567	45
L.D. 7	27	57	959	83
L.D. 8*	1,511	97	242	72
L.D. 9*	4,387	350	278	18
L.D. 10	25		589	
L.D. 11	25	22	795	24
L.D. 12	46	22	556	65
L.D. 13*	1,108	17	405	37
L.D. 14*	1,225	514	363	109
L.D. 15*	642	631	693	191
L.D. 16*	543	199	398	149
L.D. 17*	884	566	1,102	55
L.D. 18*	418	498	1,241	81

	A MEAP Tests	B Other Tests	C Teacher Observation	D Other
C.O. 1*	663	430	723	116
C.O. 2*	1,085	596	697	230
C.O. 3*	2,013	206	310	74
C.O. 4*	1,832	160	244	110
C.O. 5*	2,242	212	253	34
C.O. 6*	1,751	70	171	24
C.O. 7*	1,058	253	181	48
C.O. 8*	704	272	270	157
C.O. 9*	569	198	323	80
C.O. 10		80	405	74
N.N. 1*	851	133	410	65
N.N. 2*	2,184	610	290	134
N.N. 3*	1,221	359	108	71
N.N. 4*	718	332	315	115
N.N. 5*	613	654	752	209
N.N. 6*	1,528	134	118	132
N.N. 7*	1,367	306	215	242
N.N. 8	6	211	427	112
N.N. 9*	961	537	548	16
N.N. 10*	1,249	524	294	145
N.N. 11*	919	344	405	80
N.N. 12*	1,278	308	222	45
N.N. 13*	1,069	302	85	21
N.N. 14*	876	691	680	194
S.R. 1*	949	404	666	95
S.R. 2*	2,060	310	190	110
S.R. 3*	1,580	189	284	68
S.R. 4*	1,324	131	258	102
T.R. 1			776	100
T.R. 2		25	630	83
N.S. 1*	819	712	614	158
N.S. 2*	639	96	473	20
N.S. 3*	583	113	297	48
N.S. 4*	1,561	205	255	164
N.S. 5*	518	119	224	121
N.S. 6		128	122	105
N.S. 7*	1,152	193	230	42

	A MEAP Tests	B Other Tests	C Teacher Observation	D Other
Safety 1*	1,552	24	220	112
Safety 2	23	24	637	105
Safety 3*	1,248		210	66
F.A.-A. 1			1,187	89
F.A.-A. 2			1,256	158
F.A.-A. 3			861	58
F.A.-A. 4		59	745	116
F.A.-A. 5*	438	98	790	156
F.A.-A. 6*	1,033	68	115	50
F.A.-A. 7*	1,062	24	230	69
F.A.-A. 8*	961	61	193	90
F.A.-A. 9	24		492	114
F.A.-A. 10		28	180	66
F.A.-A. 11	28	22	303	66
F.A.-A. 12	28		382	83
F.A.-A. 13	28		230	83
F.A.-A. 14	28		112	66
F.A.-M. 1*	274		761	98
F.A.-M. 2			1,026	123
F.A.-M. 3*	647	25	811	74
F.A.-M. 4*	383	74	955	87
F.A.-M. 5*	494	77	1,230	71
F.A.-M. 6*	334	61	320	50
F.A.-M. 7*	317	87	310	44
F.A.-M. 8*	394	32	224	25
A.A. 1	53		314	42
A.A. 2	35		388	42
A.A. 3			777	83
A.A. 4			178	83
A.A. 5			311	66
A.A. 6			189	108
A.A. 7			730	42

APPENDIX D

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

1976-77 Kindergarten Program

Questionnaire to Teachers Participating

98 Returns = 56%

1. How many MEAP tests have you used? Average = 21.12

2. On how many objectives have you assessed the children in your class?
   Average = 46

3. What has been the predominate assessment mode? (Check One)

   MEAP Tests 54 Teacher Observation 55 Other Tests 19 Other 1

4. Has the Alternative Assessment Guidelines and Observation Guidelines been of assistance in assessing student skill attainment?

   60 Yes 30 No

   Comments:

   Somewhat.

   Isolated some extreme cases.

   It has been another means of a follow-up on class material and has given ideas, even though we have our own school district objective.

   Were not meaningful - too simple.

   It has given greater freedom.

   I believe I would use many more next year since I now feel more familiar with them.

   The ideas for assessirg are useful in some cases. Usually had tested these in daily work.

   I wanted to rely on my own methods and ideas as much as possible.

   Provided a more systematic way of checking skill attainment.

   To some degree.

   Some.

   Only my slowest students did it seem helpful.

   It's always helpful to have additional ideas.

   I didn't really have time to delve into this thoroughly this year.

(Question 4 cont.)

I reported on objectives and would usually test each child on anyway. Also have more difficult objectives that the children are tested on; as recognition of all the small letters of the alphabet as well as large and the sound associated with each; counting objects to 100.

Not used this year.

Not especially.

In that many people feel our present program consumes too much time and our children do not have the time to develop skill other than what program provides.

I thought my own observations to be best.

A little.

Somewhat.

Helpful in evaluating certain skills.

Helped to make me more aware of things to look for.

Made my observations more "in depth" than ever before.

I have not used it much.

Somewhat.

Due to concise outline and method of construction of objectives, pupils easily assessed. Many objectives, however, were too "young" for our kindergarten program. Example: Language Development.

The guidelines were a reminder to retest on many skills we had covered.

We have a program of checking each child's skills which works better for us.

We already have an assessment program geared to our needs and really feel this program didn't compare to it.

They gave ideas and also were the only <u>list</u> of objectives I had available.

Most valuable part of the program. I'd like to see each Kindergarten Teacher in the state have a copy of the Preprimary objectives with suggested assessment activities.

Many of the skills are easier assessed by my personal observation.

We are using other means of testing because of the great amount of paper and time the MEAP test required.

Somewhat-I have not used it much.

I haven't had time to completely go through it all.

(Question 4 cont.)

Many gave me another way of checking skill attainment from those I used previously.

Beneficial if I had time to do more teacher observation and use other types of tests.

Relied mostly on teacher observation and teacher made tests.

Yes, many of the objectives can be tested through small group activities, games, drills, and projects in a more orderly fashion than a MEAP printed test.

Observations were already being implemented. The length of time suggested was impossible for me to carry out on each individual.

5. Has the program provided more useful information about kids than before the program was implemented?

54 Yes 34 No

Comments:

I have used the objectives since I began teaching four years ago.

The same information was being obtained in our regular curriculum.

I only tested the items I already used for information.

More information but not necessarily more useful information.

We already have worked out our own objectives.

Most of these procedures had been tested and achieved before this assessment came to our school.

I predicted every child that had any problem and the reason for the problem.

In a way, but our program is much more advanced than one covering most of the skills.

Gave objectives in organized manner and complete outline. Excellent objectives for Affective and Psychomotor.

Many of the objectives are in our curriculum guide for Kindergarten.

I look for many of the same things, but I record other things.

In addition to our own district's objectives.

Some.

(Question 5 cont.)

Most of objectives are met through our program anyway.

Yes, the testing materials and suggestions made me feel more comfortable and confident that the results were valid.

It validated my own subjective judgments.

It is too time consuming.

Helped in organizing skills to be introduced or emphasized.

I felt I could pretty well predict the outcome of the individual testing.

Provided more information about the "whole" child and what specific skills to look for.

To a slight degree. Much of the material is too easy for most of our children.

Some.

Some of the objectives were more on Nursery School level.

The information was particularly useful in our Title I situation.

Much of it is what I have been assessing, but tests here were concise.

Test results reinforced my observations and judgments.

This is not our only required assessment program, therefore, too much of our time was spent testing.

I wish I would have started evaluation earlier.

Somewhat.

We know our children's capabilities better.

It made me more aware of each one's own development.

We obtain the same information through other means.

We have been working on most of the objectives for quite a while.

The children have enjoyed the testing material very much.

Some - helps know the whole child.

But many seemed geared more to pre-school.

Helpful to me since I'm new at kindergarten level.

(Question 5 cont.)

Objectives broken down into categories easy for assessing.

Do testing every year - pre. and post.

It has provided more information. I'm not sure it is all useful.

Because I tested the objectives myself prior to the program.

The program makes me more aware of the objectives for the "whole" child.

I especially liked the Fine Arts-Music sub area of the Cognitive Domain.

Have always had complete evaluations throughout year.

It helps to pinpoint weak and strong areas in each child's development.

I am interested in knowing on a state-wide basis things, in general, kindergarten should at least be exposed to.

In some areas.

Many objectives too simple. Most already in my program.

Yes, this study has provided additional information and also reinforced many of the objectives I have been implementing. (Provided me with more information in the Fine Arts and Psychomotor categories).

The same information was being obtained only less systematically.

In some areas

Many times there is more busy work involved than useful information.

Makes one more "aware" of the complete child and things to look for.

Little

Many seem to apply to nursery rather than kindergarten.

We had no written program of assessment before.

Little

Made me aware of some of the areas our program is weak in.

It has made me more aware of the objectives which we have been working toward. It has also helped in checking on achievement by testing a second time those who did not achieve the first time.

Almost all are involved in our kindergarten curriculum.

Some

I am sure it will.

I was quite surprised at some of the responses.

6. Has the information been helpful for group and/or individual instructional planning?

63 Yes 28 No

Comments:

For 2 below average students.

Did not change the curriculum.

No, the testing program is too time consuming. I'd rather do it as I have previously.

I found that some areas the children were weak in and I worked on these after the test.

We group by our own standards.

I have always used an individualized program and was very familiar with the preprimary objectives already.

We have worked together to make ours fit our school system.

All behaviors used were too simple for the class.

Our own program of evaluation is much more effective.

By retesting and doing some of the things over it helped the immature child.

Other tests used already in use combined with present program, gave some information.

Some materials were used, but much of our teaching is at "centers" and individualized instruction.

More helpful as group activities.

Especially so in teaching on ways to give tests.

My class has been too large for small groups, that is, I have worked with the whole group.

And will be even more so next year as I now feel I could correlate it to our other program.

Yes, but it takes too much time with individual child at expense of group.

I had to plan a little more to keep one group busy or the class as I tested.

Helpful for group/individual planning - although most skills were attained when checked.

Many tests were good in assessment of slow moving children.

(Question 6 cont.)

I found it helpful in individual instructional planning.

Yes. If I had to retest, I just looked up the test and developed a new one.

I base my groupings on my own testing and results.

Will be more helpful if used next year.

The information that also paralleled our objectives.

I only used one test this way but intend to use as pre and post unit test next year.

Somewhat.

The program that we teach requires early testing to determine group levels for instruction.

Most helpful.

Both very helpful.

Somewhat - in gym class mostly.

It reaffirms what we suspected.

Somewhat.

It has been hard to find the time for a lot of the individual testing.

Particularly the dittos. I will use them when appropriate.

Helpful. Especially for my slower students needs.

Acted as an added tool in some instances.

Somewhat.

Our program doesn't allow time for much extra planning.

We have used it especially in assessment of our slower students.

It has reaffirmed my groupings.

Very helpful.

Some

Could be if testing could be done at very beginning of year.

No.

I especially found the numeration part valuable.

Mainly group - as a good reminder of all areas for T. use.

(Question 6 cont.)

It will be now that I'm getting started using it.

To a certain degree-especially language and classification areas.

Did not change the curriculum.

It is a helpful guide in individualizing the total Readiness Program.

Not any more than if I hadn't given tests. The information I need for grouping I do anyway.

Both

Both

It correlates well with our present curriculum.

See #5.

Some has-Most skills were attained when checked and no more work was needed in that area.

Somewhat; however, since there is little time left for individual teacher planning (program covers a lot of tests). I have broadened many areas and see needs through testing which I will attempt to include in my program another year.

Yes, many of my "new" classroom activities have come from some of these objectives. Also, many of the objectives outlined in this study are similar to my objectives and it made me feel more comfortable as to what was being taught locally.

7. Will most of the information be helpful to first grade teachers?

42 Yes 37 No

Comments:

If they look at it!

Yes, it would be if they use it, but I doubt they will.

Somewhat - if they receive it.

I showed the class roster and objectives to our first grade teachers and asked them if they would be helpful. They felt it was far too detailed.

There is too much of it and too difficult to pass on. Needs more organization.

It really was too easy.

(Question 7 cont.)

Too simple for students, really not specific in areas first grade teachers could use.

If they examine the results.

They will probably not use any of this information.

If they use it.

Tests should be given before child enters kindergarten - pre-school program.

If they read it - right now there is no easy way to tell them.

If they refer to it - they are involved in fall testing and have little time to check past records - unless a specific child warrents it.

They probably like to form their own opinions.

If they take time to read them.

They are definitely interested and concerned about letter recognition, sounds, and math.

I feel my end-of-the-year evaluation will be the most help.

They prefer to pre-test.

The skills attained are very important to first grade.

Perhaps in a few instances.

Should be helpful. Gives an overall picture of each child plus specific areas where the child may need help.

The ones I've talked to say no.

Most children passed the tests.

Maybe.

However, it will be difficult to use the information from the class roster as it is now.

I think it can be if they have the time to look it over.

The first grade teachers are given information on the children they will have but not based on MEAP.

They have other tests they use - Reading, etc.

They won't take time to sort through it!

Depends if teacher uses it early in first grade.

Somewhat.

(Question 7 cont.)

Probably not - I have found that for the most part first grade teachers to not take the time to view material saved for them.

Should be.

Didn't use individual sheets, teachers mostly go on own evaluation.

Some.

A lot to look through - should select most important.

There is no way the first grade teachers could evaluate each child's testing the way it was recorded. They wouldn't have the time.

Yes, now that individual report form has been created.

It could be - I dont' know that it will be utilized.

Not sure.

Too much for them to figure out - I prefer the method we are using.

I have not used individual record sheets and therefore the information will probably not be passed on.

Perhaps, we have several other methods of passing on information.

Very useful.

If they refer to them.

I doubt it will be any more helpful than what they have received in the past.

Probably some.

Do not intend to give to 1st grade teachers.

It gives one a good overall picture of each child.

Would if they took the time to evaluate. If have kept Student Performance Records but question their value for 1st grade teachers - isn't there a better way to plot achievement.

I don't see that they will receive any of it.

Yes, the information can serve as a total unit as to what has been attained in kindergarten or it can be used as an individual profile on each participant.

I think the information gathered could be of help to 1st level teachers; but I question whether it will be used - we are yet too far from doing a good job of sequencing children's experiences and avoiding duplication, even when mastery has occurred.

(Question 7 cont.)

I think they perfer to do their own assessment at the time they want the information.

Perhaps for those children who are below average or having difficulty in a particular area.

I think it could be helpful if the teachers would use it.

Not organized so it will-anecdotal record better!

I believe that some of the information will be helpful to them in grouping.

They don't use it.

Comments would be noted on group placement cards used every year and on curriculum information.

If they take time to figure out the class roster.

If they choose to look at it.

The record sheet doesn't tell the material used.

First Grade Teachers are usually only interested in math, reading, and listening skills.

8. Do you feel the need for several inservice meetings with MDE staff and other teachers to discuss the program?

24 Yes 71 No

Comments:

But I would attend if there was one.

One at the beginning and one about 2 months after you have started.

I'd like a better understanding of how this information will be used.

Directions are quite often too vague, not sure how to mark student.

The inservice meetings I did attend were not very helpful.

Perhaps one in the fall and one in early spring would be enough.

Only on a pre-school level. No pre-school class in this system.

I don't have the time and I do not feel the need. Information supplied is adequate.

If I did it again. We weren't given a chance to go to any meetings this year.

(Question 8 cont.)

If in this area.

I wasn't able to attend any meetings this year and always felt somewhat in the dark.

The arrangements are too difficult to get to the meetings.

The one meeting we attended was a real waste of time. Had we used the time to search out the answers ourselves it would have been more helpful.

The information is complete and explanatory - all that is needed is an assistant teacher.

I think a meeting before testing begins is enough and then perhaps the final results.

As I worked through the program, I would have welcomed views and opinions from other teachers.

Two meetings should be sufficient.

Just in our own building with early elementary teachers, so it will be useful to them.

The meetings I did attend were not helpful.

Too much travel time for too little information; free time to study and plan would have been more helpful.

Definitely, if we use the time to go through each section.

I feel a meeting conducted by a teacher who has gone through a testing year can give helpful suggestions that would put the new participants more at ease with the program.

One is enough - One simply has to read and digest the material.

No necessarily (with system - yes)

Get enough out of written materials.

Questions can be asked by phone, although first-time participants would benefit from inservice meetings.

At least in the beginning.

Would like to know the purpose of this though, and how it will be used.

Meetings held were not of much help considering the distance traveled to get there. Could have been covered in a letter.

It seems very self-explanatory to me. The one meeting I went to took an hour's drive and the leader was late.

(Question 8 cont.)

In the beginning of the year to help the teachers get the program organized.

We need to know the: 1) purpose, 2) what is going to be done with the results, and 3) an orientation and explanation of materials at the very beginning of the school year.

The difficulty here is distance.

I would like a few inservice meetings to discuss the program with other teachers.

No.

I feel that 3 or 4 meetings would be helpful through the year to bring up questions, share ideas, and evaluate the programs.

Until now I have not felt secure enough about what I was to be doing - it seemed so complicated at first - now I feel I do understand and it is not as hard as I thought - in fact, I'm getting really excited about beginning.

Information supplied is adequate.

However, the meeting last spring in Lansing was helpful in that I saw the enthusiam of most participants.

Do not see any real value to program-it has no goal.

A person has to work through the program by himself. The meeting in the fall was helpful.

Feel it would be helpful for a teacher who has participated in the program LEAD an inservice meeting for other teachers prior to beginning the program for the first time.

Yes, ideas, views, and opinions can be shared as to the progress being conducted on this study. Inservice meetings can be a time for question and answers.

I feel I could learn much from others in areas that I find difficult. The individual tests are difficult to administer (a second year I would try to enlist the help of a volunteer to do this). Even my full-day kindergarten program, time is precious. How do others do it?

The meeting I attended was an hour's drive away and not very informative. Too much for an after school meeting.

9. Would you participate in the program another year?

36 Yes 52 No

Comments:

I do not have any help within the room to help administer the tests and record results accurately. The children in my Developmental Kindergarten are too immature to be left alone unattended while I give tests.

(Question 9 cont.)

Too much paper work which is time consuming. Also individual testing almost impossible. The objectives we use anyway.

Yes, if it were still on the basis as much as little as I can usefully fit into my program. I do not want to spend more time testing than I do teaching. This does take a great deal of time and had I used more MEAP tests it would have consumed a great deal of paper.

More familiar with your materials. Will be a little easier - although I like using my materials.

It has been helpful to participate for two years, but I think the objectives are minimal and too much time is required to individually test and record results.

I appreciated the feedback of all teacher's comments. It was my communication with others doing the assessment.

I think every kindergarten teacher in Michigan should know these objectives, also principals and parents should be aware of them.

Would depend on how it was done. No - if it is a repeat of the same thing and way. Possibly if it was different - to develop objectives.

If an aide is available otherwise it would be impossible.

Now that I'm familiar with it, it won't be so burdensome.

It takes a year to figure it out.

I feel our kindergarten program does not need to be "bogged" down with all that paper work. That takes the joy out of the teaching profession.

Now that I have objectives and tests, it will be much easier to plan for them next year.

It provides useful data for report cards and conferences.

Only if full time aide available several days a week.

I feel that many of the children entering kindergarten have already attained many of these objectives. How valid is it to compare children on the basis of when they are tested and when they attain these objectives?

Although the program is time consuming - another year should bring about a better understanding of all of the kindergarten objectives.

Our kindergarten teacher has decided to follow this program next year.

I believe I could do it more efficiently next year since I almost have the manual memorized. It was difficult to get it read this year as I did not have the manual until school began.

(Question 9 cont.)

I find most of the materials more relevant to a pre-kindergarten program or pertaining to a kindergarten of 20 years ago.

Not sure.

Too time consuming.

Very time consuming. When do you teach these skills if you have to give 140 tests?

Not instrumental in evaluating our students for First Grade. Find no need for such program in our system.

All of those paper-pencil tests are a waste of paper. Our "kids" do much better with objects, colorful pictures, and meaningful activities.

I would start sooner in certain areas and be able to use more of the aids and tests.

If the tests (the number of them) were not so many. I feel this year's tests were fun to give, but very time consuming and I pretty well knew where the children would fall in the end.

Too much paper - I teach alone - no aides.

More objectives would have been tested had time permitted.

It took much too much time away from work time.

I feel there is too much information to be responsible for.

This program takes so much time to administer and record, with the guidelines so vague, that I question the value of it.

I do feel I need time to teach. This was taking away from my teaching time.

Prefer my own tests.

Too time consuming.

Most of these objectives correspond to our own.

Too time consuming.

I will use the tests and guidelines again but just for my own personal program and objectives.

Too time consuming - all of the objectives are already in our kindergarten curriculum.

(Question 9 cont.)

I have personally benefited from being a participant in your study and know that it has been a valuable experience, but I feel I cannot further contribute to it. However, I will incorporate all the knowledge obtained from this study toward further enriching my program. Thank you for your assistance.

Too much time is involved to do the entire test or attempt half of it and this takes away from teaching time. I believe a lot of the testing material is good, but too impractical for us to give, not having aides, etc.

If you are going to pick only certain objectives, I would like to have a voice in which ones. Would not want to do such a large amount of testing again.

Too time consuming - I feel I had to omit some of my program. Also the dittos use too much of our valuable paper.

I feel this would be a good pre-kindergarten program.

Next year it should be easier hopefully I can cover more of the testing.

It takes too much extra time - It could be much shorter.

It is too time consuming. Test smaller group for specific objectives.

Because of the paper work and I don't have a full time aide to help me.

I would like to, but as I have no aide or clerical help, there just isn't enough time to participate. I use lots of units in my teaching and this is very time consuming.

Maybe - if program is reused.

Maybe.

Unsure; would it be another year of field testing? Not sure it would be beneficial.

It takes a great deal of extra time. Teaching 2-1/2 day kindergarten classes, this means requiring almost more time than we have.

I think the whole thing is a waste of time and is very time consuming.

It keeps the Preprimary Objectives on my mind for curriculum and daily planning.

Now that I have become familiar with the program, I feel that it would be easier to administer.

I had hoped for some updating of kindergarten programs state wide. I do not need to evaluate my program without a model to compare.

(Question 9 cont.)

Too time consuming.

On a limited basis (only)

I am sorry but I feel I had to delete my program to do some of these tests.

It is much too time consuming and individual testing is difficult to arrange. I feel all the necessary examples for one test should be on one sheet. There is a great waste of paper.

Too time consuming although I'll certainly use some of the ideas.

No.

I feel the knowledge I gained this year will be beneficial another year.

I hesitate to say yes because of the time involved - not so much testing or recording.

Two years seems to be enough.

I appreciate the orange book as a guideline - not as a check list for individual performance. I feel the time spent testing would be more valuable used as learning situations.

Possibly, if in this area

In looking over the tests etc. I feel there are some very valuable ideas and methods for my classroom - I wouldn't put starting off as long next time.

I would use parts of it for my own benefits for teachings and assessing.

Going through the program keeps you from leaving out some important objectives.

Enjoy the program but find it very time consuming, especially when one is teaching a highly structured program (days off for inclement weather have also hindered my doing all I would like to with the program.) It's my aim this year to give as many MEAP tests as possible - then next year I might like to repeat those which I feel the most beneficial and work out and use other tests to test other objectives.

If I have help in the classroom - dittoes are demanding.

It was interesting and helpful to compare my curriculum to the objectives but I don't feel I will participate again.

Feel I would be more comfortable with the program a second year.

GENERAL COMMENTS

I have appreciated the chance to participate in the kindergarten program, but have experienced some frustration in the process. I do feel I am further ahead in the process than numbers might indicate. I wish I had had materials and outline prior to summer-break so that I would have had a chance to digest materials and coordinate more systematically with practices and strategies used in the past-would recommend that this be done when and where possible.

I appreciate, particularly the attempt at more accurately assessing children's progress in areas other than the cognitive. We feel we were already doing a fair job in the area of cognitive skills but evaluation in other areas has been a hit and miss process. In taking a more systematic look at the children's development in the emotional area, social relationships, etc. I have been able to develop strategies to strengthen the program in order to address ourselves to specific needs of children in the affective areas.

What can be done about amount of paper needed for some tests (MEAP - 3307) for example?